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ABSTRACT

Nine elementary and middle schools participating in Project SHAL, a large-scale school effectiveness project in St. Louis, Missouri, served as the sample for a study of how principals derive their influence and power. Three of the schools were identified as "high-achieving," and six were identified as "other" (none of the schools could legitimately be classified as low-achieving). From the literature as well as the French and Raven (1959) classification, seven bases of power were identified that principals can manipulate to exert leadership for instructional effectiveness: legitimate authority, expertise, behavior modeling, ability to involve teachers and administrators in all school activities, power of coercion, interpersonal skills, and power to reward. Principals and teachers in the sample schools completed questionnaires, trained researchers observed the principals and conducted interviews, and district testing program results were reviewed. Validity, reliability, and interrater consistency measures indicated the data were acceptable. Several statistical measures were used to rank the use and the potential influence of leadership behaviors as perceived by various subgroups of respondents. The findings indicated that principals in high achieving schools used more of all the behaviors than those in other schools, and they more effectively emphasized behaviors that all respondents perceived as influential. (PGD)

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PRINCIPAL INFLUENCE IN INSTRUCTIONALLY EFFECTIVE SCHOOLS

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PRINCIPAL INFLUENCE IN INSTRUCTIONALLY EFFECTIVE SCHOOLS*

Perspectives and Theoretic Framework

The "Effective Schools" movement has been evolving since it was popularized by Ronald Edmonds. In the beginning the effective schools movement was essentially a series of field studies which identified schools whose students had higher achievement outcomes than expected. Based on comparisons and analyses of data from such schools, the "correlates" of effective schools as described by Edmonds (1979) became popular--almost catch words. Later effective school studies have moved from the early field study approach to more controlled research and evaluation efforts. Whereas the early studies identified what seemed to make schools effective, the newer generation of studies became concerned with how schools would become effective. The newer studies are concerned with ideas that can be transported from one setting to another, and with identifying how these ideas can be used by those trying to improve the schools. (E.g., Brookover, et al., Creating Effective Schools.) Strong administrative leadership is one of the correlates of an effective school. After this correlate was identified and named, the next issue has become to specify how principals (or others) can provide this leadership. Thus this second generation of studies would include research and evaluation efforts seeking to identify how principals provide strong administrative leadership.

Erickson (1979:11) asked that effective principal leadership be linked with student outcomes:"...knowledge of the educational enterprise will remain deficient until administrative behavior and student learning are empirically linked." Thus, the challenge has been to identify how principals and principal behavior can impact upon student outcomes.

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Study of one successful "effective schools" effort (Project SHAL, St. Louis) showed that strong building-level leadership correlated highly (.90) with overall project success (Achilles and Young, 1985:11). Thus, when strong administrative leadership was identified and measured, and results of this measurement were compared to student gains (one usual outcome of effective schools) and to other criterion measures, there was a strong and highly positive relationship.

The leadership literature suggests that leadership is often effected through power and influence which are implemented through an exchange system within the organization in which leadership is occurring. Firestone and Wilson (1985) have noted that principal leadership is demonstrated through conscious adjustments in or manipulations of two important linkages in the school, the cultural and the bureaucratic linkages. Effective principals manipulate the variables or components of these two linkage systems and are able to work through the culture of the school, even establishing new cultures within the school. (Cultural linkages include such things as shared values, stories and myths, heroes, signs/symbols; Bureaucratic linkages include communication, scheduling, etc.)

French and Raven (1959) identified five bases of social power that leaders could use or manipulate as means to provide leadership. Additionally, Keedy (1983) noted that effective principals used a variety of procedures to establish and set norms in their schools. These norms were standards which were accepted and followed by faculty and students. In effective schools these norms related to the business of school, or to learning.

Working in selected schools in the SHAL project area of St. Louis, High (1984) attempted to identify and analyze how principals working in effective schools established their bases of power and how these bases of power influenced principal leadership ability. High built upon the theoretic constructs of French and Raven (1959), Ross (1980), Keedy (1983), and Leithwood and Montgomery (1982). Drawing on

these and other studies, High postulated that the structures or bases of principal leadership could be identified and also that teachers could specify what efforts or approaches of a principal would have potential to cause those teachers to follow the principal's lead.

Purpose/Objectives

The purpose then of this study was to identify how principals derive their influence and power, and specifically to study how principals derive this influence and power by using the conceptual base established by French and Raven (1959) and other more recent researchers. Additionally, the study sought to determine teacher and principal perceptions of the potential of various influence-gaining behaviors in encouraging teachers to work with the principals. Schools participating in Project SHAL, a large-scale school effectiveness project in St. Louis, were grouped into levels of "effectiveness" based upon several factors, including pupil outcome measures as shown by performance on the California Achievement Test (CAT). The objectives of the study are reflected in the research questions:

1. How do school principals gain influence?
2. Are influence-gaining behaviors of principals in high-achieving schools (as measured by pupil outcomes) different from the influence-gaining behaviors of principals in other schools?
3. What is the potential of certain principal behaviors for gaining influence with their various school faculties, and is this potential different with faculties in high-achieving schools and in other schools?

Methods/Techniques/Data Sources

Nineteen schools from a large mid-western school district constituted the population for this study. Length of principal tenure in that school, racial composition, pupil performance on the CAT, grade organization, rankings of the schools on a school-improvement implementation program, and instructional supervisors' rankings of the schools served as criteria for selecting nine schools as the sample for the study. Based on evaluation data (observation, CAT scores,

supervisor rankings, etc.) two elementary and two middle schools were identified as "high achieving" schools; four elementary and two middle schools were classified as "other" schools. The "other" schools were members of the school improvement project, and were generally doing better than many other schools throughout the system. This is to say that these schools were clearly more effective than most, and thus they were not "low" achieving schools. For this reason, some impact of the study may have been lost. (Comparisons between high-achieving and low-achieving, but demographically similar, schools might show greater differences than those identified in the current study.)

Three separate data collection techniques were used in this study: 1) questionnaires (for teachers and principals), 2) observations and interviews by teams of trained observers who visited schools, and 3) results of the district testing program (to determine high or "other" status). The sources of data, respondent groups and major comparisons are shown in Figure 1. The collected data were analyzed to determine if differences existed between the influence-gaining behaviors of principals in schools of high pupil achievement and other schools with somewhat lower pupil achievement.*

Appropriate validity procedures, reliability estimates, and inter-rater consistency factors were achieved. Reliability coefficients (estimates) of .92 (teacher questionnaire) and .89 (principal questionnaire) were achieved using the Spearman Brown Prophecy Formula. The instruments were validated in several ways: 1) by panels of experts (construct validity), 2) from their development based upon a literature review (content validity), and 3) by comparing data from the questionnaires with data from the observations and interviews, and by comparisons with implementation survey results (concurrent validity).

*We cannot overemphasize that these were not "low" achieving schools; they were relatively lower than the high-achieving schools but better than many other similar schools in the district.

DATA SOURCE	RESPONDENT GROUPS	
	HIGH ACHIEVING SCHOOLS	OTHER SCHOOLS
	TEACHERS PRINCIPALS	TEACHERS PRINCIPALS
Teacher Questionnaire and Principal Questionnaire	Group A / Group B	Group C / Group D
Implementation Survey (Seven Selected Items)	Principals and Teachers (Staff)	
	Group E	Group F
Observation/Interview Guide (Seven Selected Items)	Combined responses of implementation evaluation team members on the seven selected items.	
	Group G	Group H

Summary of Comparisons

1. Group A with Group C; Group B with Group D
2. Group A with Group B; Group C with Group D
3. Group E with Group F; Group G with Group H

FIGURE 1. DIAGRAM OF VARIOUS COMPARISONS MADE IN THE DATA ANALYSIS OF 1984 STUDY OF PRINCIPAL INFLUENCE-GAINING BEHAVIORS

Seven principals behaviors with potential to influence teachers composed the classification system for this study. Two of the principal behaviors, described by the phrases, "principal as professional norm setter" and "principal as involver" were identified from the literature and added to the five elements of the French and Raven (1959) classification of the bases of social power. The resulting seven behaviors were principal as: enabler, coercer, referent, expert, legitimate authority, norm setter, and involver. These principal behaviors became the framework through which other data were analyzed. (See Figure 2.)

Statistical treatment of the data included means, percents, Kendall's coefficient of Concordance (W), Spearman's rho (r_s), and Mann-Whitney U tests. Since the study was ex post facto, most data analyses tended toward description. Analyses also included rankings (Kendall, Spearman) of the use of the seven influence-gaining behaviors by principals in the two groups, and also ratings (Mann-Whitney U) of the amount of that behavior used by the principals (as perceived by the various respondent groups).

Data and Discussion

Results were ranked. Degrees of association between or among the ranked results of data sources were computed. Summary results of the association computations appear in Table 1 (See Table 1A, Appendix A for more detail of the primary ranking between respondent groups.) Generally, results showed that there were few disagreements in the rankings of the use of various influence-gaining behavior between the two groups of principals (except the observers' rankings which were negatively but not significantly related, -.36). The general low agreements with observers (groups G and H, Figure 1) influenced the total set of association computations, but satisfactory results were obtained for purposes of this study.

As Figure 3 shows, differences exist in teacher perceptions of principal use of influence-gaining behaviors in high-achieving and other schools. Teachers believe

PRINCIPAL BASES OF POWER

BASES OF POWER	EXAMPLES
Legitimate Authority	Principal evaluates teachers on their adherence to school goals, policies, and procedures.
	Principal is held responsible for school by superintendent.
Expert Power	Principal conducts inservice for teachers and provides curriculum input.
	Principal informs teachers of current educational innovations.
Norm Setting Power	Principal models desired behaviors ("this is the way we treat kids at this school").
	Principal demonstrates teaching techniques to teachers.
Involvement Power*	Principal involves teachers in school-wide decision-making and expects to be involved in individual classroom decision-making.
Coercion Power	Teachers receive unfavorable evaluations when in violation of school rules, policies, or procedures.
Referent/Personal Power	Principal knows staff, parents, students (treats public with respect).
	Principal is concerned for people.
Reward Power	Principal selectively rewards those teachers who comply with principal's expectations.

*Involvement can be positive or negative. Negative involvement would include over use of committees for trivia or involvement in activities of importance, but not having any real impact. (i.e., people not paying attention to your recommendations). Positive involvement, or involvement in important school-related activities, would be desired. The authors believe that this study reflects the negative elements more than the positive, but this assertion remains to be tested.

Figure 2. The Seven Bases of Social Power and Examples of Each Type of Power.

TABLE 1

DEGREE OF ASSOCIATION OF RANKED DATA BETWEEN, WITHIN, AND AMONG RESPONDENT GROUPS ON SECTION II OF PRINCIPAL AND TEACHER QUESTIONNAIRES, OBSERVATIONS/INTERVIEWS, AND IMPLEMENTATION SURVEYS

BETWEEN RESPONDENT GROUPS

Respondent Groups	r_s
A and C	.86
A and B	.25
B and D	.43
C and D	.96
E and F	.81
G and H	-.36

AMONG RESPONDENT GROUPS

Respondent Groups	W
A/B/G/E	.61
C/D/F/H	.29

WITHIN RESPONDENT GROUPS

Respondent Group	W
A (N=3)	.88
B (N=3)	.53
C (N=6)	.56
D (N=6)	.52
E (N=3)	.61
F (N=6)	.39
G (N=3)	.29
H (N=6)	.14

Groups are described in Figure 1. Teacher questionnaire data: High Achieving (A), Other (C). Principal questionnaire data: High Achieving (B), Other (D). Implementation survey data: High (E), Other (F). Observation Guide: High (G), Other (H).

that high-achieving principals use referent and expect more and that principal as involvers, norm-setter, and legitimate authority are used more in other schools.

High-achiveving principals rank themselves higher in referent, enabler and coercer and other principals rank themselves higher in expert, norm setter and involver (Figure 4). Note (Table 1) that there is a high level of agreement between teachers and principals (other schools $r_s = .96$), but somewhat less agreement between teachers and principals of high achieving schools ($r_s = .25$).

The observer teams--groups of outside experts using a structured observation/interview guide--saw the bases of power differently from other groups. (Figure 5). To the observers, high-achieving principals used norm setting, expert and legitimate authority most and coercion least. Observer's ranked other principals as using legitimate authority, coercion and involver most and norm setting and referent least. (The relationship between observers' rankings and teachers' rankings of principal behaviors in high-achieving schools is $r_s = .93$).

Implementation survey results (Figure 6) identified few differences between the high achieving and other principals' uses of influence-gaining behaviors. The largest differences were between expert and legitimate authority (rank differences of two places in each comparison). High-achieving principals used expert and referent most; other principals used referent and legitimate authority most.

Although there was considerable agreement in <u>ranks</u> of the use of the influence-gaining behaviors, there were significant (.05) differences in the <u>ratings</u> of the degree (intensity or amount) of use of these behaviors by the two groups of principals (as computed by Mann-Whitney U tests). Essentially, principals in high-achieving or effective schools engaged in <u>more</u> of all of the behaviors than did principals in other schools. Principals in high-achieving schools used the behaviors more, or were "busier") than principals in other schools; they were visible and active, high-energy people. (Details of the Mann-Whitney U tests appear in Tables 2A

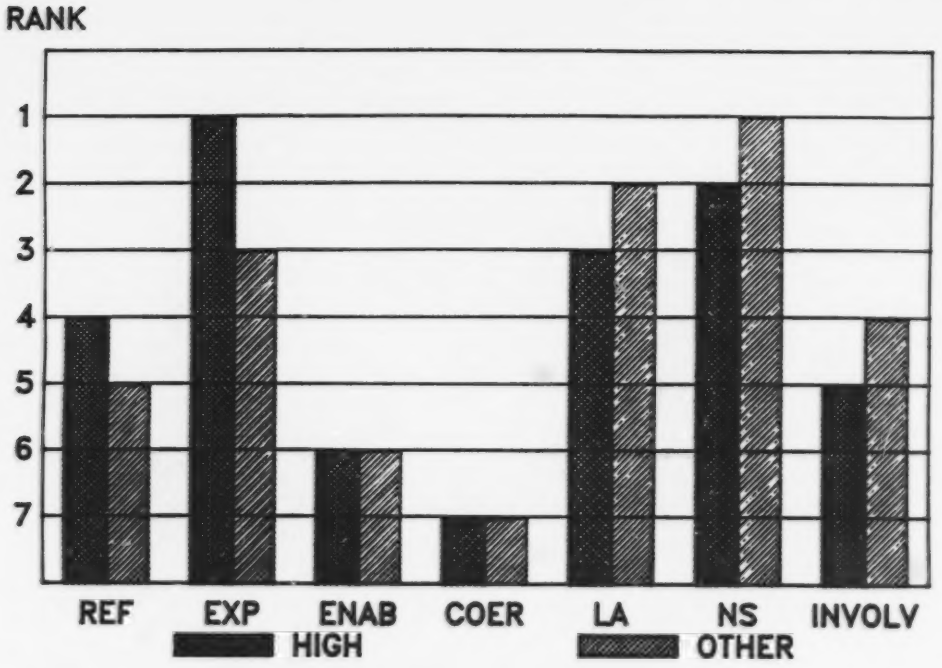

Figure 3. Teacher Perceptions of Principal Use of Influence-Gaining Behaviors, High-Achieving and Other Schools.

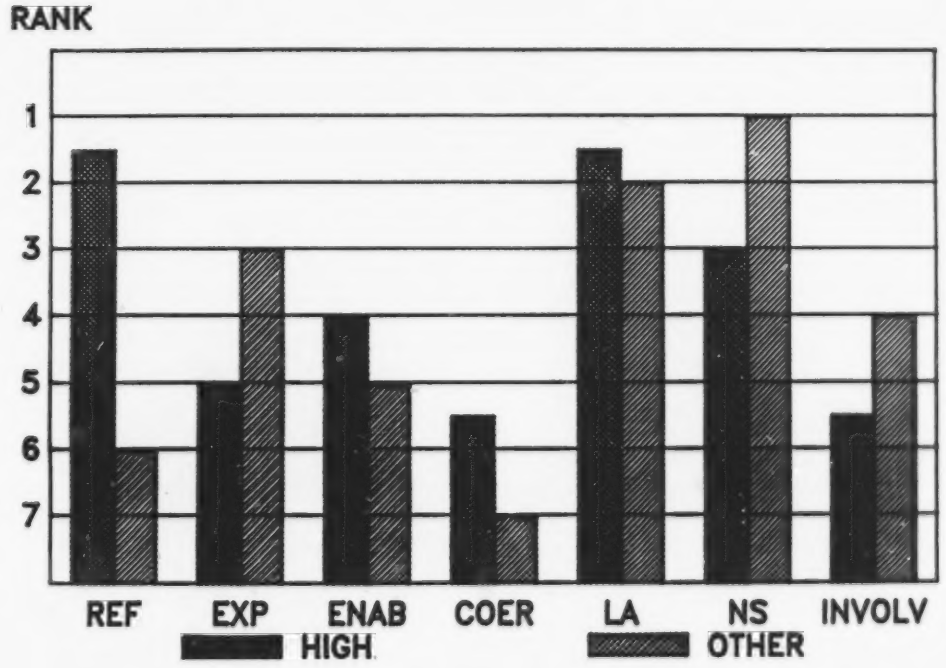

Figure 4. Principal Perceptions of Principal Use of 7 Influence-Gaining Behaviors, High-Achieving and Other Schools.

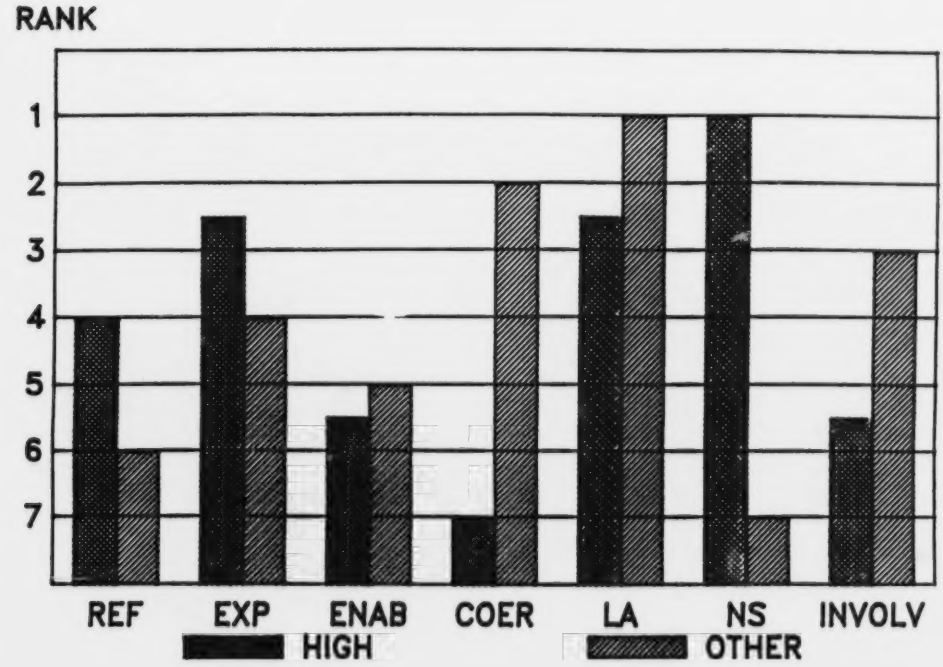

Figure 5. Observer Team Ranks of Principal Use of 7 Influence-Gaining Behaviors, High-Achieving and Other Schools.

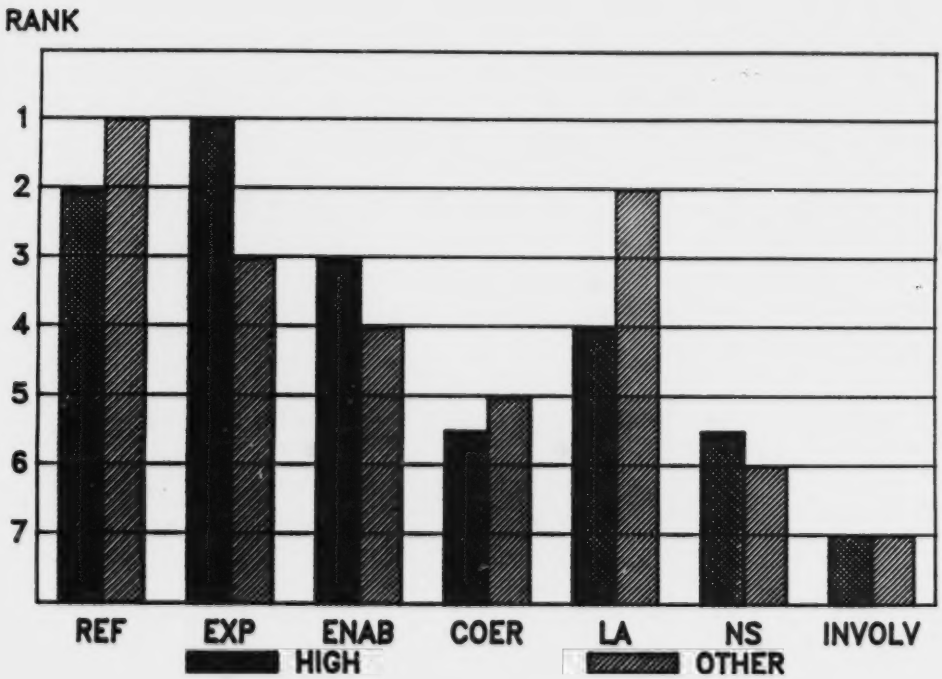

Figure 6. Implementation Survey Results of Principal Use of Influence-Gaining Behaviors, High-Achieving and Other Schools.

and 3A of Appendix A.) Figure 7 shows that teachers rated the high-achieving principals as using six of the behaviors more (.05), and the high-achieving principals rated themselves as using five of the seven behaviors more (.05) than the other principals. There were no differences (.05) in the use of involver as an influence-gaining behavior.

Figure 8 shows that according to observers, principals in high-achieving schools used all seven influence-gaining behaviors more (.05) than did other principals. Implementation survey results favored (.05) the high-achieving principals on six of the seven influence-gaining behaviors. There was no difference (.05) in the use of referent as an influence-gaining behavior.

All results agree that principals in high-achieving schools were more active in using influence-gaining behaviors. These principals were perceived as active.

The Potential for Principals to Influence Teachers

Figure 9 shows that all teachers--those in high-achieving and those in other schools--view the potential of principal influence-gaining behaviors to influence their (teachers') behaviors in very similar ways. The three highest-ranked behaviors for both groups are expert, legitimate authority and norm setting; the three lowest are coercion, involver and enabler. The rank order of the positive, potential use (expert, legitimate authority and norm setter) is similar to the actual use reported by teachers in high-achieving schools (Figure 3, p. 10).

Figure 10 shows considerable similarity between perceptions of high-achieving and of other principals on the potential of their influence-gaining behaviors to influence teachers. There are some differences, however. High-achieving principals rank norm setting two ranks higher than do other principals, and they rank enabler two ranks lower than do other principals.

ACCORDING TO TEACHERS, (SURVEY), PRINCIPALS IN EFFECTIVE SCHOOLS USED THE FOLLOWING INFLUENCE-GAINING BEHAVIORS SIGNIFICANTLY (.05) MORE THAN DID PRINCIPALS IN OTHER SCHOOLS

REFERENT
EXPERT
ENABLER
COERCER
LEGITIMATE AUTHORITY
NORM SETTER

ACCORDING TO PRINCIPALS (SURVEY)

(.05)

REFERENT
ENABLER
COERCER
LEGITIMATE AUTHORITY
NORM SETTER

Figure 7. Significant Differences In Teachers' and Principals' Ratings of the Degree to Which Prinicpals Exhibited Influence-Gaining Behaviors, High-Achieving and Other Schools.

ACCORDING TO THE OBSERVERS, PRINCIPALS IN EFFECTIVE SCHOOLS USED THE FOLLOWING INFLUENCE-GAINING BEHAVIORS SIGNIFICANTLY (.05) MORE THAN DID PRINCIPALS IN THE OTHER SCHOOLS

REFERENT
EXPERT
ENABLER
COERCER
LEGITIMATE AUTHORITY
NORM SETTER
INVOLVER

ACCORDING TO IMPLEMENTATION SURVEY RESULTS

(.05)

EXPERT
ENABLER
COERCER
LEGITIMATE AUTHORITY
NORM SETTER
INVOLVER

Figure 8. Significant Differences In Observers Ratings and Implementation Survey Results of the Degree to Which Prinicpals Exhibited Influence-Gaining Behaviors, High-Achieving and Other Schools.

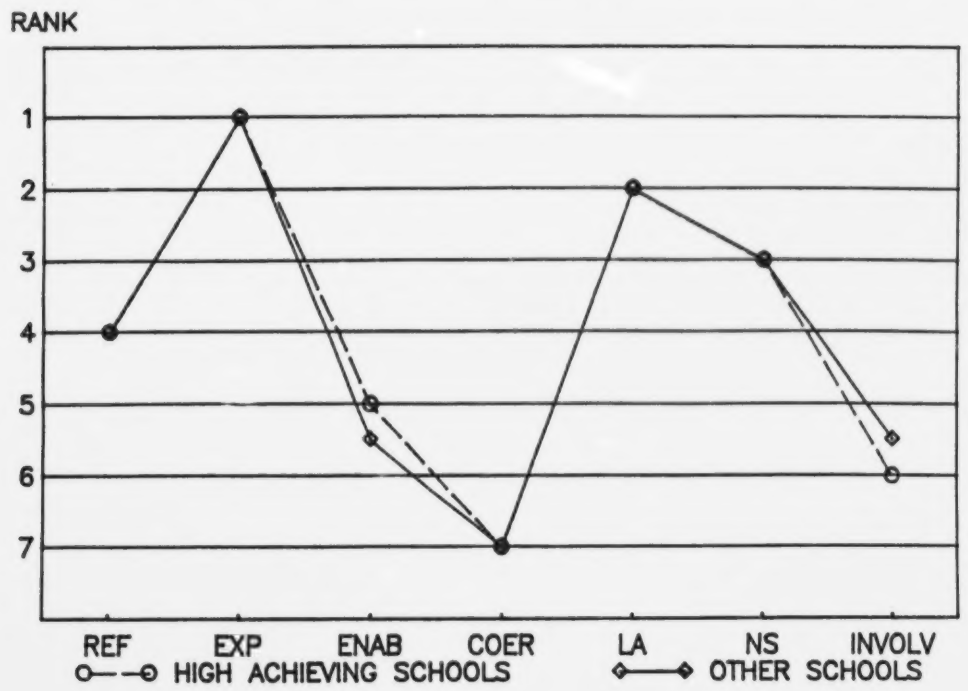

Figure 9. Teacher Ranks of Potential Influence of 7 Influence-Gaining Behaviors of Their Principals, High-Achieving and Other Schools.

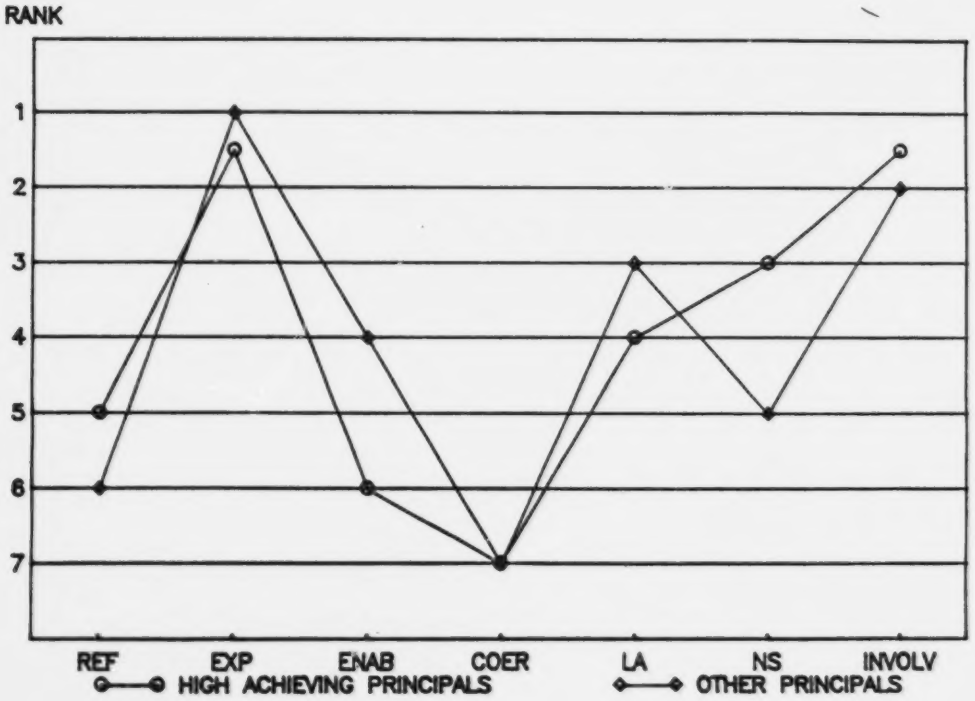

Figure 10. Principal Ranks of Potential of 7 Influence-Gaining Behaviors to Influence Their Teachers, High-Achieving and Other Schools.

Figure 11 compares the ranks of high-achieving teachers with ranks of high-achieving principals. The major differences are in legitimate authority and involvement. High-achieving principals greatly overrate involvement and somewhat underrate legitimate authority.

Figure 12 compares the ranks of other teachers with the ranks of other principals. The major differences are in involvement, norm setter and referent. Other principals overrate involvement, and underrate norm setter and referent.

Discussion

Principals in general have, apparently, been reading too much of the 1960's literature ("togetherness") and believing it. They overrate involvement and underrate the use of legitimate authority. Teachers apparently are willing for principals to rely upon legitimate authority--as long as it is backed up with two key elements (expertise and norm setting). On the other hand, teachers are busy teaching and may be weary of over involvement. Principals must know when to involve faculties and when the faculties expect the principals to "get on with it." (There may be some interesting areas for study here!)

Principals of high-achieving schools are quite well attuned to their behaviors that actually influence the behavior of their teachers, and--except for overrating involvement and underrating legitimate authority--aware of the behaviors that have potential for influencing teacher behaviors. Principals of other schools are not quite as well "in step" with their teachers (especially for potential) as are the high-achieving principals.

The external observers and teachers in high-achieving schools agree on the principal use of influence-gaining behaviors in high-achieving schools ($r_s = .93$); the external observers and teachers in other schools do not agree on principal use of influence-gaining behaviors in other schools ($r_s = -.17$).

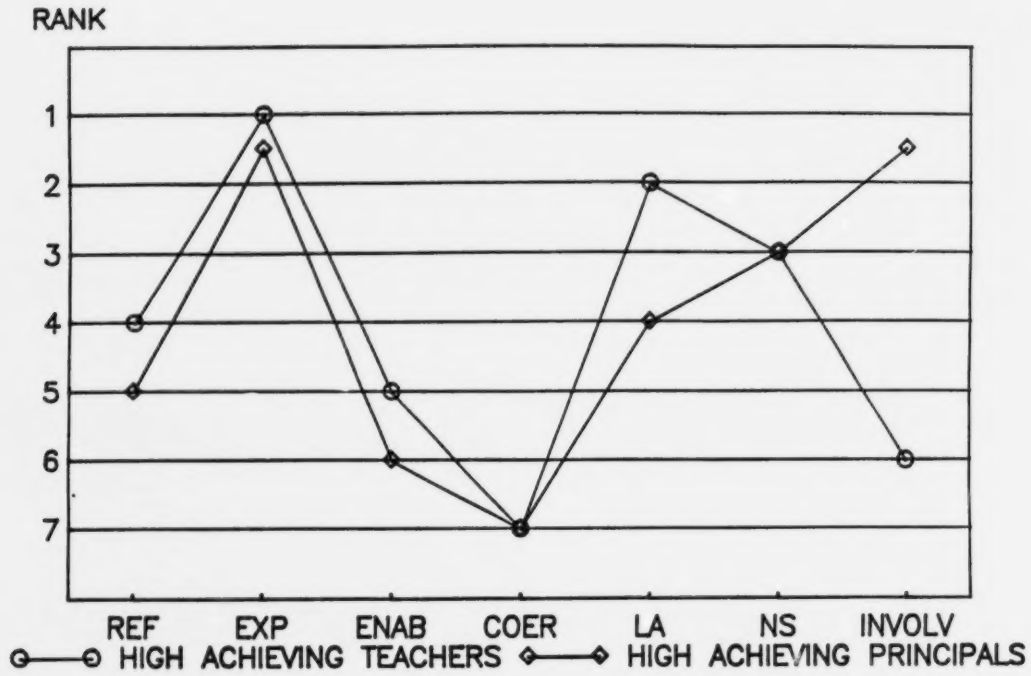

Figure 11. Comparison of Ranks of Potential Influence of 7 Influence-Gaining Behaviors, High-Achieving and Other Schools.

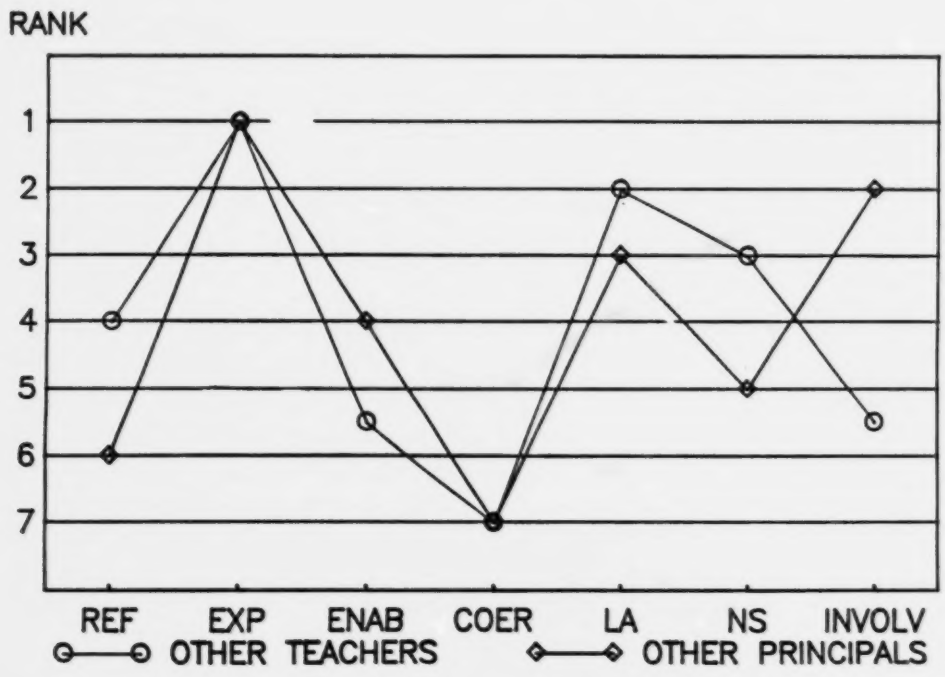

Figure 12. Comparison of Ranks of Potential Influence of 7 Influence-Gaining Behaviors, High-Achieving and Other Schools.

The two points of major difference are coercion (high use by observers; low use by teachers) and norm setter (low use by observers and high use by teachers). One possible explanation is that observers considered it norm setting when principals actually modelled or demonstrated the key behaviors and considered it coercion when principals talked about (but did not model) key behaviors). This area needs further inquiry.

Results of this study provide some interesting fodder for speculation and discussion. One major area for consideration is the area of implications of this study for a) principal behaviors in practice and b) preparation programs (perservice and inservice) for principals. A summary of some of the implications for principal practice appears in Figure 13; Figure 14 summarizes selected aspects of the implications for principal preparation programs.

The information in Figures 13 and 14 is self explanatory. We believe, however, that the notion of principal-as-expert should be emphasized more both in practice and in preparation programs.

Principal preparation programs should include a technical component to assure that prospective principals develop expertise in areas of importance to teachers. Such areas might be reading, criterion-referenced testing, textbook selection, direct instruction, etc. Prospective principals should be involved in simulations of specific norm-setting behaviors so they can learn to model to their future teaching co-workers a commitment to school goals and a non-manipulative approach to leadership.

Developers of principal in-service programs might heed the same suggestions. Practicing administrators could survey their teachers to determine what they value most and then plan their own building-level in-service efforts and their own personal development efforts to respond to teacher values. A principal's ability to influence

IMPLICATIONS FOR PRACTICE

- PRINCIPALS/TEACHER RECOGNIZE INFLUENCE GAINING BEHAVIORS
- PRINCIPALS CAN MODEL DESIRED BEHAVIORS
- PRINCIPALS CAN BECOME INSTRUCTIONAL LEADERS
- PRINCIPALS CAN DEVELOP AREAS OF EXPERTISE WHICH TEACHERS VALUE
- PRINCIPALS CAN SURVEY TEACHERS TO DETERMINE WHICH BEHAVIORS ARE POTENTIALLY INFLUENTIAL
- PRINCIPALS CAN USE A REWARD SYSTEMS (INTRINSIC) TO INCREASE THEIR INFLUENCE

Figure 13. Some Implications for Principal Practice Derived from the Study of Principal Behaviors in High Achieving and Other Schools.

IMPLICATIONS FOR PRINCIPAL

PRE SERVICE/ INSERVICE TRAINING PROGRAMS

- EXPLORE POTENTIAL INFLUENCE GAINING BEHAVIORS OF PRINCIPALS
- DESIGNED TO PRACTICE SEVEN INFLUENCE GAINING BEHAVIORS
- DESIGNED TO ALLOW PRINCIPALS TO DEVELOP AREAS OF EXPERTISE
- EXPOSE PRINCIPALS TO NORM SETTING AND DEMONSTRATE NORM SETTING BEHAVIORS
- EXPLORE THE USES OF LEGITIMATE AUTHORITY
- DESIGNED TO TEACH METHODS OF SURVEYING ATTITUDES AND USE DATA TO PLAN FUTURE INSERVICE ACTIVITIES

Figure 14. Some Implications for Principal Preparation Programs Derived from the Study of Principal Behaviors in High-Achieving and Other Schools.

teachers is related to the principal's demonstration of skill in an area of value to the teacher.

This study suggests that a third component needs to be added to the perennial "administration-as-art"/"administration-as-science" debate. The third component is administration-as-exchange. The principal-as-expert operates within this exchange system. The principal-as-expert has more to exchange in the teacher-principal interaction process that influences pupil achievement than does the principal who lacks one or more areas of expertness of value to teachers.

Principals complain of declining influence while power bases are available which, if explored and utilized, would enable principals to gain the influence necessary for instructional leadership. Principals should involve teachers only on important issues and should rely more on their legitimate authority. Principal-as-expert offers the most potential for influencing teachers for school improvement.

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APPENDIX A

DATA TABLES

TABLE 1A

RANKS OF PRINCIPAL'S INFLUENCE GAINING BEHAVIORS

	DATA FROM: TEACHERS		OBSERVERS		IMPLEMENTATION SURVEY		PRINCIPALS	
BEHAVIORS	(A)* HIGH	(C) OTHER	(G) HIGH	(H) OTHER	(E) HIGH	(F) OTHER	(B) HIGH	(D) OTHER
REFERENT	4	5	4	6	2	1	1.5	6
EXPERT	1	3	2.5	4	1	3	5	3
ENABLER	6	6	5.5	5	3	4	4	5
COERCER	7	7	7	2	5.5	5	6.5	7
LEG. AUTHORITY	3	2	2.5	1	4.0	2	1.5	2
NORM SETTER	2	1	1	7	5.5	6	3	1
INVOLVER	5	4	5.5	3	7	7	6.5	4
r_s**	.86 (.05)		-.36 (NS)		.81 (.05)		.43 (NS)	

*Letters in ( ), e.g. (A), relate to group.

** r_s significant at .05 (.75) n = 7, df = 5.

TABLE 1A

RANKS OF PRINCIPAL'S INFLUENCE GAINING BEHAVIORS

TABLE 2A

Degree to Which Principals Exhibit Influence-Gaining Behaviors

Differences in Teacher Perceptions: High-Achieving vs. Other Schools				Differences in Teacher and Principal Perceptions: High-Achieving Schools			Differences in Principal Perceptions: High-Achieving vs. Other Schools		
	U Values			U Values			U Values		
Behavior	High Ach. Schools * (N=3)	Other Schools[a] (N=6)	Sig. Levels	Prin. (N=3)	Teacher* (N=3)	Sig. Levels	High Ach. Schools (N=3)	Other Schools (N=6)	Sig. Levels
Referent	18	0	$p \leq .001$	9	0	$p \leq .05$	17.5	.5	$p \leq .002$
Expert	18	0	$p \leq .001$	4	6	$p \leq .50$ ns	7.5	10.5	$p \leq .066$ ns
Enabler	16	2	$p \leq .004$	9	0	$p \leq .05$	13.5	4.5	$p \leq .02$
Coercer	17	1	$p \leq .002$	3	6	$p \leq .35$ ns	11	7	$p \leq .04$
Leg. Auth.	18	0	$p \leq .001$	8	1	$p \leq .10$ ns	13.5	4.5	$p \leq .02$
Norm Setter	14.5	3.5	$p \leq .013$	7	2	$p \leq .20$ ns	13.5	4.5	$p \leq .02$
Involver	10	8	$p \leq .066$ ns	7.5	1.5	$p \leq .15$ ns	9.5	8.5	$p \leq .09$ ns.
*Teacher n=39; [a]teacher n = 58.				*Teacher n = 39.					

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TABLE 3A

Degree to Which Principals Exhibit Influence-Gaining Behaviors:
High-Achieving Schools vs. Other Schools

	Observation/Interview Ratings			Implementation Survey Results[b]		
	U Values			U Values		
Behavior	High Ach. (N=3)	Other Schools (N=6)	Sig. Levels	High Ach. (N=3)	Other Schools (N=6)	Sig. Levels
Referent	15	3	$p \leq .008$	6	12	$p \leq .03$
Expert	13.5	4.5	$p \leq .02$	16	2	$p \leq .004$
Enabler	14	4	$p \leq .01$	16	2	$p \leq .004$
Coercer	12	6	$p \leq .03$	13	5	$p \leq .02$
Leg. Auth.	15	3	$p \leq .008$	13	5	$p \leq .02$
Norm Setter	17.5	.5	$p \leq .002$	12	6	$p \leq .03$
Involver	11	7	$p \leq .04$	15	3	$p \leq .008$

[b] Respondent n (high-achieving) = 26
Respondent n (other schools) = 89

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